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ABSTRACT

Presented is information gathered by questionnaire and direct telephone interviews on programs preparing vocational and special education personnel to work with special needs students. Outlined are data gathering procedures (sample questionnaire and interview forms are included); resulting data on operational programs, projected programs, programs with a mainstreaming emphasis, and programs which were judged not to be designed to prepare vocational/special education personnel; and observations and recommendations on program development, state teacher certification and university training program articulation, program dissemination, mandated requirements, and responses of interested persons. Listed among findings is that program information and information about adapted or developed materials in vocational/special education are practically nonexistent. Appended are a teacher certification directory, abstracts on 20 operational programs, a listing of projected programs, and a listing of programs offering one or two mainstreaming or inservice courses. (SBH)

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PREPARING VOCATIONAL AND SPECIAL EDUCATION PERSONNEL TO WORK WITH SPECIAL NEEDS STUDENTS

STATE OF THE ART, 1977

BY

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Dr. Robert J. Brock, Project Director
Ms. Sandra Davis McClain, BEH Project Officer

PREFACE

The element singularly lacking in discussions about preparing vocational and special education personnel to work with special needs students has been data. Information presented in this study delineates programs that have been conceptualized and those that are operational. Hopefully, this baseline data will serve as a benchmark, a reference point from which the relative development of vocational/special education personnel preparation programs can be measured.

Interest in vocational/special education preparation has increased dramatically. This monograph will be presented at national panels for two of the nation's leading professional organizations, i.e., The Council for Exceptional Children (CEC) International Convention (Atlanta, April, 1977) and the American Association of Mental Deficiency (AAMD) National Convention (New Orleans, May, 1977). Much of this interest has been stimulated by the hundreds of individuals that participated in this study. Sincere appreciation is extended to those individuals who gave their time and support.

Gratitude is extended to Pam Mueller for her research and secretarial assistance. As she embarks upon a new level of being (motherhood), I will miss her, and miss her dearly indeed.

RJB

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1.0 INTRODUCTION

The purpose of this paper is to present usable information and base line data with respect to programs preparing vocational and special education personnel to work with special needs students. The need for vocational/life function skills preparation for secondary personnel working with special needs students has been omitted from this paper. Many authors, e.g., Clark, Lilly, Brolin, Evans, Gold, Brock, Weatherman, Martin, and others, have presented considerable evidence and convincing arguments to suggest that vocational/life function competencies must be part of the teacher training program if the schools are to provide an adequate and appropriate education to persons with special needs*.

Information reported in this document was gathered by questionnaire and directed telephone interviews. The information gathering procedures will be specifically enumerated as a means to (1) support the reliability of the data and (2) facilitate base line replication studies. This paper is divided into three main sections; they are (1) data gathering procedures, (2) presentation of data, and (3) observations and recommendations.

2.0 DATA GATHERING PROCEDURES

.1 Vocational/Special Education Training Program Questionnaire

A one page questionnaire was developed to ascertain the actual teaching components that exist in personnel preparation programs (see Figure 1).

In addition to asking for demographic information, i.e., program title, director's name, address, and telephone number, the questionnaire asked for responses to the following four statements and/or questions. They were:

1. Our program culminates in the following degree and/or teacher certification(s). Please indicate the approximate number of students currently enrolled in each program.
2. Our program(s) require course work in the following areas. Please fill in the space with the approximate credits required in each area. Please check ___semester credits or ___quarter credits.

*"Special needs" implies an educational handicap.

Figure 1

VOCATIONAL/SPECIAL EDUCATION TRAINING PROGRAM QUESTIONNAIRE

Please use a separate questionnaire for each degree program.

Program Title:

Program's Director:

School and Department

School Address:

City_____ State_____ Zip Code_____

Telephone: (Area Code) ____/_____

1. Our program culminates in the following degree and/or teacher certification(s). Please indicate the approximate number of students currently enrolled in each program.

Degree Title (Level)	Current Enrollment
A.	____
Teacher Certification(s) and Levels	
B.	____
C.	____
D.	____

2. Our program(s) require course work in the following areas. Please fill in the space with the approximate credits required in each area. Please check ____Semester Credits or ____Quarter Credits.

PROGRAM(S) (from Question #1)	General Studies	Vocational (e.g., Home Ec./Ind.Ed.)	Special Education	Vocational Rehabilitation	Counseling	Regular Education	Psychology	Electives	Others	Program Total
A.	___	___	___	___	___	___	___	___	___	___
B.	___	___	___	___	___	___	___	___	___	___
C.	___	___	___	___	___	___	___	___	___	___
D.	___	___	___	___	___	___	___	___	___	___

Figure 1 (Continued)

3. Approximately how many students graduated last year (academic year 1975-76) from each of the program(s) listed in Question #1.

	1975-76 Graduates	Approx. % of graduates employed in positions directly related to training
Program A	_____	_____
B	_____	_____
C	_____	_____
D	_____	_____

4. Please write a brief (1/4 to 1/3 page) description of your program stating your program's unique aspects and training goals. Use the back of this questionnaire or separate sheet.

5. Would you like a copy of the results of this questionnaire.

_____ yes _____ no

Thank you. Please return to: Career Special Education, UW-Stout, Menomonie, WI 54751

*This questionnaire originally appeared on a legal size sheet of paper.

3. Approximately how many students graduated last year (academic year 1975-76) from each of the program(s) listed in Question #1. Please indicate the % of graduates employed in positions directly related to training.

and,

4. Please write a brief (1/4 to 1/3 page) description of your program stating your program's unique aspects and training goals. Use the back of this questionnaire or separate sheet.

Care was taken to provide for the reporting of divergent programs characterized by course work clusters, "add-on" certifications, certification endorsements, minimum state requirements, and degree titles. The questionnaire was pilot tested with several program directors to insure clear communication and data compatibility.

The next step in the questionnaire data gathering process was to contact persons in the professional organizations, universities, governmental agencies, and public schools that were concerned with preparing vocational and special education personnel to work with special needs students. These educational and governmental leaders (Bokee, Brolin, Cegelka, Meers, Phelps, Wrobel, et. al.) provided assistance in compiling a comprehensive mailing list that included persons engaged in preparing vocational and special education personnel to work with special needs students. Since this paper represents the first national scale inquiry into this area of personnel preparation, the decision was made to search out and include all possible programs. The completed mailing list included the following persons:

1. All Career Development Division - Council for Exceptional Children members associated with colleges or universities (Dr. Don Brolin, 1976-77, President).
2. All present and past members of the National Association of Vocational Education Special Needs Personnel Division - American Vocational Association (Dr. Gary Meers, 1976-77, President).
3. All project directors for the Bureau of Education for the Handicapped. Division of Personnel Preparation grants for 1976 in the areas of career and vocational education for the handicapped (Ms. Martha Bokee, Project Officer).

4. All persons that applied for participation at either of the two national conferences on vocational/special education: Illinois (Phelps, Clark, and Evans, 1975-76) and the National Conference on Cooperative Career Education Programming for the Handicapped at Kentucky (Dr. Patricia Cegelka, 1977).

5. Every college or university chairperson in vocational education in the United States (as listed in the Industrial Teacher Education Directory, 14th edition).

and,

6. Every college or university chairperson in special education in the United States (as listed in C.E.C.'s 1976 program directory).

As the mailing list grew, it became apparent that numerous individuals were listed from two or more sources. In some cases, an individual was listed by ten different groups. The mailing lists were cross-referenced to reduce duplication.

On February 4, 1977, the questionnaire (Figure 1), cover letter (Figure 2) along with a self-addressed post paid return envelope was mailed to over three hundred persons in the fifty states. In addition, the author hand delivered questionnaires to participants attending the National Conference on Cooperative Career Education Programming for the Handicapped in Kentucky (15-18 March 1977 - Drs. Cegelka and Omvig, Co-Directors). Although respondents were asked to return the questionnaire by 25 February 1977, all questionnaires returned by 20 March 1977 were included in the sample.

.2 Directed Telephone Interviews - State Certification

To more accurately report the status of training programs in the area of vocational/special education, a telephone interview questionnaire was designed (Figure 3). This directed interview instrument was utilized to collect compatible data from the chief certification officer or his/her representatives in the 48 contiguous states. Since each state is organized differently, it was often necessary to make several telephone calls in order to reach the state department of public instruction or licensing agency

UNIVERSITY OF WISCONSIN
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February 2, 1977

The status of training programs in vocational/special education and/or career development for special needs students is of national concern. Information regarding programs that prepare professionals in career-oriented or vocational/special education is quite limited and difficult to obtain. I am compiling information on such programs for a presentation to be given at the Council for Exceptional Children International Convention to be held in Atlanta, Georgia, April 11-15, 1977.

Please take a few minutes and complete the enclosed one page questionnaire and return it in the self-addressed post paid envelope. A monograph of career-oriented, vocational/special education programs will be prepared representing the status of this training area. In addition, your name, title, agency address, telephone number, and program abstract will be included in the monograph's directory and distributed to persons who have expressed an interest in vocational/special education and/or career development for persons with special needs. Hopefully, this monograph and directory will provide needed information and stimulate communications between training professionals.

In order to include your training program, I need your questionnaire returned by 25 February 1977. If you know of other programs in your state, please send a copy of this letter and questionnaire to them so that they can be included in the monograph/directory. Please take a few minutes and return the completed questionnaire today.

Professionally,

Robert J. Brock, Ph.D.
Career Special Education
Program Director
715/232-1409

Enclosure

RJB:pem

Figure 3

TEACHER CERTIFICATION AND LICENSING DEPARTMENT
(Directed Telephone Interview)

State_____ Date_____

Telephone Number _____

1. Does your state require all teachers to have some special education course work.

____No ____Yes Number of hours_____

Title of Courses:

2. Does your state require special education course work of special fields instructors, i.e., industrial arts and home economics.

_____No _____Yes Number of hours_____

Title of Courses

3. Are there any vocational or career oriented programs in your state that train teachers to work with secondary special needs students.

____No ____ Yes

Name of Institution Name of Director or Contact Person

official charged with teacher certification. A complete Teacher Certification Directory is presented in Appendix A.

Telephone interviews were conducted during a four month period from December, 1976, to March, 1977. The telephone respondents were without exception most helpful by providing answers to the questions and sending copies of their certification standards. Whenever respondents provided inconsistent information, a follow-up clarification call was made.

3.0 PRESENTATION OF DATA

.1 Vocational/Special Education Training Program Questionnaire

One hundred thirteen (113) of the three hundred Vocational/Special Education Training Program Questionnaires distributed were returned. Because the questionnaire was distributed to a large and highly diverse group, a relatively low return ratio (approximately 33%) was expected. The questionnaire mailing did attempt to blanket the field; therefore, it is assumed that almost all possible training programs were reported.

The returned questionnaires represented the diverse manner in which training institutions addressed the preparation of vocational and special education personnel to work with special needs students. Some reported programs appeared to be extensions of existing teacher preparation programs in vocational education or special education. Other programs appeared to be cooperatively staffed and separately housed. A few programs seemed to be completely independent and autonomous. Actual program development and housing probably resulted from a complex interplay institutional structures, professional expertise and resources. In any event, the respondents typified the movement of special education and vocational education personnel joining together for common goals.

The questionnaire was focused at program development and subject

area integration, e.g., special education, vocational rehabilitation, and vocational education course work, as opposed to program etiology. Since some special or vocational education programs were designed to "add-on" to their training area counter part, e.g., a M.S. degree program in Home Economics with Special Education endorsement, the total program was viewed as vocational/special education even though the separate components were typically vocational or special education. The overlap of personnel preparation areas is further demonstrated by the development in the special education (Council for Exceptional Children) and vocational organizations of similar groups, i.e., Career Development Division (DCD/CEC) and the National Association Vocational Education Special Needs Personnel (NAVESNP/AVA).

The returned questionnaires were divided into four groups representing differences in program development. The four groups along with criteria used to categorize respondents is presented below.

Group I — Operational Programs - currently existing programs which train vocational/special education personnel to work with special needs students. Programs exist above the state minimum level for mainstreaming (this point will be discussed later).

Group II — Projected Programs - programs which exist or will exist in the near future, but currently do not have students. Programs in the planning stages and awaiting approvals were placed in this group.

Group III — Mainstreaming Emphasis - these programs typically require a course in vocational education for special education personnel or a course in special education for vocational education personnel. Many of these programs meet the state minimum for mainstreaming.

Group IV — Interested Persons - programs which were judged not to be designed to prepare vocational/special education personnel. Respondents asking for results of this study and those expressing interest in the area of vocational/special education personnel preparation were placed in this group.

The decision to place a program in a specific group was based upon the information respondents provided and, information obtained from

state certification officials. All programs which reported "one course" or inservice work were placed in Group III. Since a number of states (8) require limited special education preparation (Table 3), programs in those states operating at the minimum certification level were not considered as operational, i.e., Group I, unless they existed beyond the one course minimum. Otherwise, all vocational programs in Arizona, Georgia, and Missouri, for example, could be labeled vocational/special education by virtue of a one course requirement. When doubt existed regarding program placement, the decision was made in favor of categorizing the program as "operational".

The number of respondents in each category and the percentage of the total it represents, is presented in Table 1.

TABLE 1

Respondents Grouped Into Levels of Program Development

	Group I	Group II	Group III	Group IV	Total
Frequency	25	16	11	61	113
Percentage	22%	14%	10%	54%	100%

The distribution of respondents with respect to levels of program development indicates that approximately one half of the respondents are currently involved in offering vocational/special education personnel preparation in working with special needs students. Individual and group data will be presented for each of the four categories.

Group I

Program requirements, enrollments, and placement information for operational programs (Group I criteria) are presented in Table 2. Five (5) respondents reported the operation of two

TABLE 2

Group I - Program Requirements*, Enrollment, and Placement Information for Operational Programs

Group I Programs	Program Requirements									Enrollment & Placement		
	General Studies	Voc. (Home Ec./Ind.Ed.)	Special Education	Vocational Rehab.	Counseling	Regular Education	Psychology	Electives	Total Program Sem. Hours	Program Graduates	% Placement	Current Enrollment
California State Univ.-Fresno (Johnson)												
M.S. Voc./Career Education	Ø	15%	43%	Ø	Ø	43%	Ø	Ø	70	NA	NA	7
Specialist Certification	Ø	15%	43%	Ø	Ø	43%	Ø	Ø	70	NA	NA	30
Georgia State University (Sengstock)												
M.Ed. - Secondary Education for Prevocational Teachers	Ø	8%	46%	4%	8%	8%	4%	Ø	49*	NA	NA	7
Western Illinois University (Hasbargen)												
B.S. in Special Education Secondary Option	37%	7%	33%	Ø	Ø	18%	4%	Ø	120*	5	80%	15
University of Iowa (Retish)												
Ed.S. - Work Study Coordinator	x	x	x	x	x	x	x	x	NA	NA	NA	2

TABLE 2 (Continued)

Group I Programs	Program Requirements									Enrollment & Placement		
	General Studies	Voc. (Home Ec./Ind.Ed.)	Special Education	Vocational Rehab.	Counseling	Regular Education	Psychology	Electives	Total Program Sem. Hours	Program Graduates	% Placement	Current Enrollment
University of Kansas (Clark)												
M.S. - Habilitation Pers. Trng.	Ø	Ø	40-60%	Ø	Ø	Ø	30-60%	Ø	30	5	80%	20
Secondary Spec. Ed. Certification	Ø	Ø	77%	Ø	Ø	Ø	23%	Ø	27	10	100%	22
University of Kentucky (Cegelke)												
MA/MS	17%	25%	50%	8%	Ø	Ø	Ø	Ø	36	2	100%	5
Westfield State College, Mass. (Nevins)												
B.S. - Occupational Education	33%	30%	10%	Ø	Ø	Ø	Ø	Ø	120	10	100%	153
Chadron State College, Nebraska (Day)												
Special Voc. Needs Endorsement	60%	(		40%			)	Ø	15	NA	NA	20
Kearney State College, Nebraska (Zikmund)												
B.S.	36%	7%	3%	Ø	Ø	24-48%	Ø	Ø	125	NA	NA	NA
Special Needs Endorsement	Ø	75%	25%	Ø	Ø	Ø	Ø	Ø	12	NA	NA	NA

12

TABLE 2 (Continued)

Group I Programs	Program Requirements									Enrollment & Placement		
	General Studies	Voc. (Home Ed./Ind.Ed.)	Special Education	Vocational Rehab.	Counseling	Regular Education	Psychology	Electives	Total Program Sem. Hours	Program Graduates	% Placement	Current Enrollment
University of Nebraska-Lincoln (Meers)												
Vocational Special Needs Endorse.	Ø	Ø	40-60%	Ø	Ø	Ø	Ø	40-60%	15	4	100%	NA
Wayne State College, Nebraska (Shaw)												
Special Needs Endorsement	Ø	50%	Ø	Ø	25%	Ø	25%	Ø	12	3	100%	14
Glassboro State College, N.J. (Anderson)												
BA	35%	23%	(	23%	)	11%	2%	5%	128	12 for	76-77	150
University of New Mexico (Gomalez)												
M.A. - Work Study Program	17%	17%	25%	Ø	8%	Ø	Ø	Ø	36	8	80%	14
Portland State University (Edwards)												
M.S. - Spec. Ed. Vocational Careers	x	x	x	Ø	x	x	Ø	Ø	33-39*	20	100%	NA

TABLE 2 (Continued)

Group I Programs	Program Requirements									Enrollment & Placement		
	General Studies	Voc. (Home Ec./Ind.Ed.)	Special Education	Vocational Rehab.	Counseling	Regular Education	Psychology	Electives	Total Program Sem. Hours	Program Graduates	% Placement	Current Enrollment
Pennsylvania State University (Robine and Welch)												
Dual Cert. Voc. Ed./Spec. Ed.	31%	32%	16%	4%	Ø	10%	8%	Ø	130	NA	NA	6
Texas A & M University (Hull)												
Ph.D.	0-14%	24-28%	14-19%	Ø	5-10%	10-20%	0-5%	0-24%	64 +MS	Ø	Ø	10
M.Ed.	0-17%	30-50%	17-25%	Ø	0- 2%	8-25%	0-8%	0-25%	36	Ø	Ø	10
Eastern Washington State College (Sigler)												
B.Ed. - Secondary	45%	16%	22%	Ø	Ø	22%	Ø	Ø	122*	NA	NA	160
Fairmont State College, W.Virginia (Hales and Johnson)												
B.S. in Education - Ind.Arts/MR	31%	50%	14%	Ø	Ø	19%	Ø	Ø	130	1	100%	1
University of Wisconsin-Stout (Brock)												
B.S. - Career Special Education	32%	19%	26%	10%	Ø	10%	Ø	5%	130	21	100%	125
Add-on Certification for Special Fields Teachers	Ø	Ø	100%	Ø	Ø	Ø	Ø	Ø	11	60	100%	100

TABLE 2 (Continued)

Group I Programs	Program Requirements									Enrollment & Placement		
	General Studies	Voc. (Home Ec./Ind.Ed.)	Special Education	Vocational Rehab.	Counseling	Regular Education	Psychology	Electives	Total Program Sem. Hours	Program Graduates	% Placement	Current Enrollment
University of Wisconsin-Whitewater (Goodman and Pfaeffle) B.S. - Business/Special Education	24%	28%	16%	4%	Ø	24%	6%	Ø	131	5	80%	15
A. Average Percentage of Reported Programs	30%	28%	38%	6%	10%	21%	12%	16%				
B. Average Percentage of Total Programs	17%	20%	27%	1%	2%	11%	5%	3%				
C. Totals										166	96%	886

*Semester hour equivalents converted from quarter hours.

separate programs, e.g., undergraduate degree/certification and an "add-on" endorsement. Therefore, twenty five programs (25) are offered in twenty (20) separate institutions. Program descriptions for Group I programs are presented in Appendix B. Since many programs are difficult to represent by data, it may prove benefical to utilize Table 2 and Appendix B concurrently. Program descriptions were supplied by program personnel.

Providing compatible data for Group I programs was challenging. The total program requirement hours was divided by required hours in the training areas to determine the percentage of course work requirements for each of the training areas. In this way, program requirements may be compared. The percentage listed for each reported program area, e.g., vocational education, counseling, and special education, can be converted back to semester hours by multiplying the program total by the percentage decimal equivalent, for example, 33% = .33 x 125 SH = 43 semester credits. Programs operating with quarter credits were converted and reported as semester hour equivalents.

Caution should be used when comparing the program requirements of undergraduate and graduate level programs. Typically, the undergraduate programs appear as though they do not sufficiently stress special/vocational education due in part, to the large block of liberal arts or general studies requirements.

The average percentage of program requirements is provided for both programs utilizing a training area, e.g., general studies, and for all programs. For example, fourteen (14) programs required course work in general studies. The average percentage of total course work concentrations for the fourteen (14) programs was 30% (see A, Table 1). The average percentage of required course work in general studies for all reported programs (25) was 17% (see B, Table 1). The percentage figures are meant to serve as a relative measure of program emphasis as opposed to static discrimination. When comparing program emphasis (B, Table 1) it

is apparent that the operational programs require course work concentrations in the following descending order:

1.	Special Education	(27%)
2.	Vocational Education	(20%)
3.	General Studies	(17%)
4.	Regular Education	(11%)
5.	Psychology	(5%)
6.	Electives	(3%)
7.	Counseling	(2%)
8.	Vocational Rehabilitation	(1%)

Enrollment and placement information (see C, Table 2) reveal that 96% of the 1975-76 academic year graduates are employed in positions directly related to training. The differences between program graduates (166) and current enrollment (886) is an indication of program growth. Although the differential does not represent a full 534% increase due to program attrition and multi-year programs, it does suggest a probable increase of over 300%.

Group II

A listing of projected programs is presented in Appendix C. Many of the Group II programs will become operational next year. The prolification of training programs further suggests an overall increase in program productivity.

Group III

A listing of programs offering one or two mainstreaming or inservice courses is presented in Appendix C. Since identification of program emphasis was difficult due to department or unit housing, some of the programs listed in this group may actually be operational programs. Since programs in Group III may utilize course work that would typically be offered in different units if they were housed in another institution.

Group IV

Sixty (60) respondents were placed in Group IV. Generally, respondents presented programs that were totally vocational

education or totally special education. Practically all Group IV respondents (94%) and all of the Group I, II, and II respondents requested the results of this study. Many Group IV respondents submitted a blank questionnaire and accompanying note stating that they did not have a program, but would like more information. Since 53% of all responses were in this category, it would seem to underscore the interest and desirability of preparation programs to train vocational and special education personnel to work with special needs students.

.2 State Certification Information

Information obtained by directed telephone interviews with state certification officials (see Figure 3) is presented by states in Table 3 - State Teacher Certification Requirements.

Representatives from the 48 continguous states were interviewed. Eight (8) states required special education preparation of all teachers. None of the states reported that they required more than this minimum preparation for special fields instructors. When asked if they were aware of the presence of vocational/career oriented programs, respondents reported one of the following: (1) not aware, (2) no, none existed, or (3) you'll have to contact _____ university or college. Many certification officials expressed an interest in the combined vocational/special education preparation areas. Several asked for the results of this study and wanted to know where operational programs existed.

4.0 OBSERVATIONS AND RECOMMENDATIONS

.1 Program Development

The preparation of vocational and special education personnel to work with special needs students represents a small but viable segment in the total of teacher preparation. Placement reports, increased enrollments, program development, and vocational/life function interpretations of "adequate and appropriate" experiences, would all suggest that efforts in preparation of vocational and

TABLE 3

State Teacher Certification Requirements

STATE	Question		
	1. All teachers required to have some Spec. Ed. coursework	2. Special Fields Teachers required to have Spec. Ed. coursework	3. Presence of voc./career oriented Special Education Program
Alabama	No	No	Not Aware
Alaska	NA	NA	NA
Arizona	Yes(1)	No(4)	Not Aware
Arkansas	No	No	Not Aware
California	No	No	Not Aware
Colorado	Yes(2)	No(4)	Not Aware
Connecticut	No	No	Not Aware
Delaware	No	No	Not Aware
Florida	No	No	Not Aware
Georgia	Yes(1)	No(4)	Not Aware
Hawaii	NA	NA	NA
Idaho	No	No	(5)
Illinois	No	No	Not Aware
Indiana	No	No	Not Aware
Iowa	No	No	(5)
Kansas	No	No	No
Kentucky	Yes(1)	No(4)	(5)
Louisiana	Yes(3)	No	Not Aware

(1) Require Psychology of the Exceptional Child (2 cr.)

(2) Require preparation in recognition and techniques of teaching mainstreaming, no specific credit hours.

(3) Required for Elementary Certification only - Psych. of Except. Child (2 cr.)

(4) Special Fields Teachers are not differentiated from "all" teachers.

(5) Referred to the following schools:
Idaho - Pocatello State University, Boise State University
Iowa - University of Iowa in Dubuque and Cedar Falls
Kentucky - Western State University, Bowling Green; Eastern State University, Richmond; Moorehead State University; Murray State University

TABLE 3 (Continued)

STATE	Question		
	1. All teachers required to have some Spec. Ed. coursework	2. Special Fields Teachers required to have Spec. Ed. coursework	3. Presence of voc./career oriented Special Education Program
Maine	No	No	Not Aware
Maryland	No	No	Not Aware
Massachusetts	No	No	Not Aware
Michigan	No	No	Not Aware
Minnesota	No	No	Not Aware
Mississippi	No	No	Not Aware
Missouri	Yes(1)	No(2)	Not Aware
Montana	No	No	Not Aware
Nebraska	No	No	Not Aware
Nevada	No	No	Not Aware
New Hampshire	No	No	Not Aware
New Jersey	No	No	Not Aware
New Mexico	No	No	Not Aware
New York	No	No	Not Aware
North Carolina	No	No	No
North Dakota	No	No	No
Ohio	No	No	No
Oklahoma	Yes(1)	No(2)	No
Oregon	No	No	Not Aware
Pennsylvania	No	No	Not Aware
Rhode Island	No	No	Not Aware
Tennessee	No	No	No
Texas	No	No	Not Aware
Utah	No	No	Not Aware

(1) Require Psychology of the Exceptional Child (2 cr.)

(2) Special Fields Teachers are not differentiated from "all" teachers.

TABLE 3 (Continued)

STATE	Question		
	1. All teachers required to have some Spec. Ed. coursework	2. Special Fields Teachers required to have Spec. Ed. coursework	3. Presence of voc./career oriented Special Education Program
Vermont	Yes[1]	No[2]	Not Aware
Virginia	No	No	Not Aware
Washington	No	No	Not Aware
West Virginia	No	No	No
Wisconsin	No	No	(3)
Wyoming	No	No	Not Aware

(1) Requires 6 semester hours in one particular area of Special Education. Can complete a 12 semester hour for Standard Certification.

(2) Special Fields Teachers are not differentiated from "all" teachers.

(3) Referred to the following schools:
Wisconsin - University of Wisconsin--Stout

special education personnel will and should increase.

Relevant programs must be created to serve the needs of both vocational and special educators. Minor changes in traditional preservice training programs, e.g., an "added course" or combining two separate programs without serious modifications, can only hinder appropriate program development. Several program models of "add-on certification" (Wisconsin) and "special needs endorsement" (Nebraska) for special fields or subject/skill area specialists show real promise. Special education programs based on elementary education should be examined for their appropriateness at the secondary level.

.2 State Teacher Certification and University Training Program Articulation

A clear and serious dichotomy exists between information from teacher preparation and state certification personnel. In several states that operate nationally known programs, certification officials stated emphatically that no program existed. Additionally, many teacher trainers within the same state reported gross differences in certification requirements. Some confusion in reporting might be contributed to the "newness" of the area; however, it would seem more plausible that communication between the two agencies is lacking.

Teacher trainers should attempt to obtain information by using the same channels interested potential students would follow in acquiring knowledge about vocational and special education personnel preparation programs. By calling or writing the University advisement office, state superintendent of instruction, vocational technical school offices, or parent advocate groups, teacher trainers could ascertain the level and accuracy of information being distributed. Increased visability for vocational and special education personnel preparation programs should receive high priority.

.3 Program Dissemination

Program information and information about adapted or developed materials in vocational/special education are practically non-existent. Aside from contacting each program directly, persons seeking specific answers to programmatic or curricular questions are forced to utilize their own resources. In many cases, they could save time, effort, and resources if the information and materials were accessable through a vocational/special education information and resource center.

A relevant vocational/special education resource center is needed. In establishing such a center, care should be taken to insure a close tie with actual personnel preparation programs. A relevant vocational/special education resource center would greatly help developing and existing programs along with personnel in the field.

.4 Mandated Requirement

Eight states now require special education preparation for teacher certification. Typically, this course requirement has been forced upon training institutions by parent advocate groups through the state legislature. More states will follow this pattern, and it is safe to assume more mandated requirements will be forthcoming. The response by many institutions has been to use their basic common currency course, i.e., Psychology of the Exceptional Child, to meet this requirement. Most educators would agree that a two or three hour course does not provide sufficient time to adequately prepare teachers to work with special needs students. However, a closer alignment of needed teacher competencies could be provided by developing and offering "mainstreaming" competencies as opposed to a general survey course. Responding to the pressures to meet requirements, some institutions have opted for the quickest and easiest approach and have not seized the opportunity to provide educators with relevant skills specific to vocational and life function education.

.5 Interested Persons

The response of persons interested in the preparation of vocational and special education personnel to work with special needs students was overwhelming. As in any developing area, a core group forms. All too often, the core members communicate just with each other. The respondents that comprised membership in Group IV (interested persons) clearly indicated a desire to become informed and involved. The interest and commitment of "interested persons" would indicate the need for workshops and national meetings to help institutions mount viable programs to prepare vocational and special education personnel to work with special needs students.

5.0 SUMMARY

The state of the art in preparing vocational and special education personnel to work with special needs students is embroyonic, somewhat closer to birth than conceptualization. Many seeds have been implanted, and some programmatic structures appear to be developing and gaining strength. The area is fertile, and the marriage between elements in vocational and special education would seem to be both wanted and natural.

The actual birth of vocational/special education will probably be an unheralded event measured by active involvement of training personnel in both areas. The coming of age and maturity of vocational/special education might well be the day when the concepts that made them separate from "general education" no longer exist. There will exist only education, adequate and appropriate education for all students. Until that day, vocational/special education (with proper nurturance) will continue to grow, and increased numbers will be trained to work with special needs students.

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APPENDIX A

TEACHER CERTIFICATION DIRECTORY

State	Capital	Phone Number
Alabama	Montgomery	205/832-3133
Alaska	Juneau	907/465-2857
Arizona	Phoenix	602/271-4367
Arkansas	Little Rock	501/371-1474
California	Sacramento	916/445-7254
Colorado	Denver	303/892-3075
Connecticut	Hartford	203/566-2670
Delaware	Dover	302/678-4686
Florida	Tallahasse	904/488-2317
Georgia	Atlanta	404/656-2406
Hawaii	Honolulu	808/548-5804
Idaho	Boise	208/384-3475
Illinois	Springfield	271/782-4321
Indiana	Indianapolis	317/633-4759
Iowa	Des Moines	515/281-3245
Kansas	Topeka	913/296-3346
Kentucky	Frankfort	502/564-4606
Louisiana	Baton Rouge	504/389-2591
Maine	Augusta	207/289-2441
Maryland	Annapolis	301/796-8300
Massachusetts	Boston	617/727-5440
Michigan	Lansing	517/373-3310
Minnesota	St. Paul	612/296-2046
Mississippi	Jackson	601/364-6869
Missouri	Jefferson City	314/751-4212
Montana	Helena	406/449-3150
Nebraska	Lincoln	402/471-2295
Nevada	Carson City	702/885-5700
New Hampshire	Concord	603/271-2407

Teacher Certification Directory (Continued)

State	Capital	Phone Number
New Jersey	Trenton	609/292-4477
New Mexico	Santa Fe	505/827-2789
New York	Albany	518/474-3901
North Carolina	Raleigh	919/733-4125
North Dakota	Bismarck	701/224-2260
Ohio	Columbus	614/466-3693
Oklahoma	Oklahoma City	405/521-3337
Oregon	Salem	503/378-3586
Pennsylvania	Harrisburg	717/787-2967
Rhode Island	Providence	401/277-2675
South Carolina	Columbia	803/758-5081
South Dakota	Pierre	605/224-3553
Tennessee	Nashville	615/741-1644
Texas	Austin	512/475-2721
Utah	Salt Lake City	801/533-5982
Vermont	Montpelier	802/828-3131
Virginia	Richmond	804/786-2625
Washington	Olympia	206/753-6735
West Virginia	Charleston	304/348-2696
Wisconsin	Madison	608/266-1027
Wyoming	Cheyenne	307/777-7291

APPENDIX B

Group I - Operational Program Abstracts

Special Education Specialist Credential Program
California State University - Fresno
Dr. Gordon F. Johnson
Fresno, California 93740
209/487-2271

The Special Education Education Specialist Program (Severely Handicapped or Learning Handicapped) qualifies personnel to work with handicapped individuals who are trainable mentally retarded, developmentally disabled, autistic or seriously emotionally disturbed; or who have learning disabilities, behavior disorders or are mildly to moderately educably retarded.

Preparation in Vocational/Career Education for the Handicapped is designed to meet the mandate of the California State Department of Education, "The ultimate aim is to prepare the educable mentally retarded students to become: (1) productive workers in the world of work, and (2) actively participating members of the community". Recent legislation extends these same goals to the severely handicapped.

Vocational/Career Education in the Special Education Professional Sequence at California State University, Fresno, prepares personnel for careers in work-study, occupational training, sheltered workshops, community college enabler services, and learning disability units. This program is competency based; students are involved in seminars and laboratory field practice.

Program in Secondary Education for Prevocational Teachers
Dr. Wayne L. Sengstock
Georgia State University
Atlanta, Georgia 30303
404/658-2312

Students pursuing a degree in the area of the mildly handicapped have the option of specializing in secondary education for the mildly handicapped. If so, they may enter the program in Secondary Education for Prevocational Teachers and Coordinators of the Mildly Handicapped. The purpose of this program is to prepare teachers and coordinators who can provide the relevant vocational, social, and daily living skills needed by handicapped youth.

Students entering this program must meet the same qualifications as those entering the general program for teachers of the mildly handicapped. Those who complete the Master of Education Degree program would be eligible to receive T-5 certification in interrelated special education. Students in this program may also work toward an Education Specialist Degree.

MA/MS - Special Education
Dr. Patricia Cegelke
University of Kentucky
Lexington, Kentucky
606/257-1718

At the undergraduate level, students can emphasize secondary programs. All special education majors (B.S.) take Career Education in special education and may choose practica and student teaching in secondary programs.

The Master's program is an area of emphasis in the LBD area. It includes 6 hours of special education graduate level course work in secondary programs and an advanced practicum course and an individual study course as well as courses in assessment and diagnostic teaching, behavior management, and human rights. Career education theory and vocational evaluation courses are provided by the vocational education program.

Occupational Education
Dr. John F. Nevins
Westfield State College
Westfield, Massachusetts 01085
413/568-3311

Westfield State College offers a B.S. in Occupational Education mainly for vocational teachers. Degree requires 120 credits. Certification in Massachusetts for Trade and Industry Teachers presently requires only 18 credits plus six years experience in trade and successful completion of state exam in trade.

Westfield also conducts certification program for minorities to prepare them to teach trade and industry subjects in vocational schools.

Westfield also is conducting inservice programs for vocational teachers to help them teach special needs students. This is a 12 credit program at present but will expand to 18 to 24 credits by next year.

Special Vocational Needs Project
Dr. Ronald H. Day
Chadron State College
Chadron, Nebraska 69337
308/432-5571

Objectives of the Special Vocational Needs Project at Chadron State College:

A. Offer a teacher education program designed for teachers preparing to teach special vocational needs as outlined in the Nebraska State Plan

Mental Retardation Major with a Secondary Option
Dr. Arthur Hasbargen
Western Illinois University
Macomb, Illinois 61455
309/298-1909

We have three different majors in Special Education: (1) mental retardation, (2) learning disabilities, and (3) emotionally disturbed/socially maladjusted. Each major allows the student to choose a supporting "option". This may include course work in another area of special education or it may include areas such as elementary education, early childhood, or corrections. The mental retardation major includes a supporting option in secondary education. This option requires one course entitled "Methods and Materials in the Occupational Education of the Handicapped" and other courses designed around vocational and independent living skills for a total of twenty-one quarter hours.

No special certification or endorsement is given as a consequence of taking secondary option.

Special Education
Dr. Paul Retish
University of Iowa
Iowa City, Iowa 52240
319/353-5836

Our program in secondary special education is now becoming more emphasized. We do an interdisciplinary program with Special Education and Counselor Education. For the most part it is non-categorical except the student may want a specific teaching license and therefore may require other credits.

All students interested in junior and senior high school special education take at least a 4 semester hour course in Career Education.

Habilitation Personnel Training Program
Dr. Gary M. Clark
University of Kansas
Lawrence, Kansas 66045
913/864-4954

The Habilitation Personnel Training Program at the University of Kansas is comprised of learning experiences to meet the needs of post graduate students. The program is highly individualized. Extensive curriculum materials have been developed. To obtain more information, please contact Dr. Clark.

for Vocational Education (Special Vocational Needs Endorsement encouraged.

B. Offer special vocational needs courses for the inservice and pre-service programs in Western Nebraska. The need for these courses is established by a consensus of opinion between the State Department of Vocational Education and Chadron State College

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Special Vocational Needs Program
Dr. Dale G. Zikmund
Kearney State College
Kearney, Nebraska 68847
308/236-4351

The primary goal of this program is to prepare secondary teachers to work with disadvantaged and/or handicapped students. The Special Vocational Needs Program leads to a second endorsement. Basically, it is a twelve semester hour program; nine hours of special vocational needs and three hours of special education. Any student preparing to teach at the secondary level is eligible to complete the program and have the endorsement added to their teaching certificate. One unique aspect of this program is that a student may complete a portion of the program at the undergraduate (pre-service) level and complete it at the post-baccalaureate (in-service) level.

Special Vocational Needs Teacher Education
Dr. Gary D. Meers
University of Nebraska-Lincoln
Lincoln, Nebraska 68588
402/472-2365

The Special Vocational Needs Teacher Education program at the University of Nebraska-Lincoln is unique in that it prepares all vocational teachers to be aware of and program for special needs youth. The special needs endorsement is secondary in nature and thus vocational students still major in their content areas plus prepare to work with special populations. The program is competency based and field experience oriented.

Special Vocational Needs
Dr. Randall Shaw
Wayne State College
Wayne, Nebraska 68787
402/375-2200

Our 12 hour special vocational needs teacher endorsement was designed to

qualify vocational and related support area teachers to work with disadvantaged and handicapped vocational students who are not succeeding in the regular vocational programs. Our program is working toward becoming competency based and currently involves four courses: Introduction to Special Vocational Needs, Program Planning for Special Vocational Needs, Occupational Guidance for Special Vocational Needs, and Exceptional Child Psychology.

Vocational Concentration
Dr. Donald L. Andersen
Glassboro State College
Glassboro, New Jersey 08028
609/445-6209

The program is unique in its flexibility to allow for meeting individual needs. The program specialization segment (30 semester hours) can emphasize (a) concentration (skills development), (b) support (professional development) or any combination of both. With a 9 semester hour restrictive elective (professional development) and 6 semester hour elective, a block of 45 semester hours can be used on a sliding scale depending on student interest and needs.

Professional Development
Special Education and/or Teaching
Competence

Skills Development
Trade Proficiency
Competence

Special Education Vocational Teacher

Regular Vocational
Teacher

Work Study Program
Dr. Eloy Gonzales
University of New Mexico
Albuquerque, New Mexico 87113
505/277-5018

The secondary EMR teacher preparation program at the University of New Mexico is based on manipulating the learning environment to best serve the EMR student. A M.A. in secondary Special Education is offered to "work study program" graduates. Course work emphasizes Special Education, Vocational Education, and electives designed for each student. Desired student outcomes are acquired through a combination of classroom and field based experiences.

Vocational Careers Program
Dr. Jean P. Edwards
Portland State University
Portland, Oregon 97207
503/229-4632

Portland State University (Department of Special Education) offers a M.S. degree program with special emphasis in vocational planning, job placement and community living for moderately and severely handicapped youth and adults. The program is built around a competency based core program which includes active involvement in an on-campus demonstration project and direct participation daily with handicapped young adults.

Education of Exceptional Children
Dr. Gerald Robine
Pennsylvania State University
University Park, Pennsylvania 16802
814/865-1304

Pennsylvania State University has two operational programs at the undergraduate level which give teachers competencies to prepare low functioning adolescents for vocational training and employment. The B.S. Degree in Education of Exceptional Children leads to Special Education teacher certification (mentally and/or physically handicapped). With a secondary emphasis, students take course work in guidance, counseling, and cooperation vocational education program planning. Students may select an option that would give them simultaneous certification in vocational education.

Vocational Education Special Needs Program
Dr. Marc Hull
A & M University
College Station, Texas 77843
713/845-2436

The Texas A & M University program in career/vocational education for the handicapped is a college-wide program that offers courses through the departments of vocational education and special education. In addition, materials from the program are infused into courses in school administration and counseling. In addition to offering courses or course components at the undergraduate levels, the program has an active research component, inservice education component, and public service component. Full implementation of the program (which is in its first year) will take approximately three years.

Handicapped Child Teacher Education
Dr. Gary Sigler
Eastern Washington State College
Cheney, Washington 99004
509/359-2815

Our program is an interdisciplinary approach combining Industrial Technology, Speech, Physical Education, and Special Education. We train for mildly handicapping conditions at the elementary and secondary levels. Washington requires dual certification at the B.Ed. Level.

Industrial Arts Education/Mental Retardation
Dr. James Hales/Dr. Lowell Johnson
Fairmont State College
Fairmont, West Virginia 26554
304/367-4156

A specialization in Mental Retardation is available as an added elective for students majoring in Industrial Arts, Home Economics, Physical Education, and Elementary Education. This is simply an added 18 hours in special education in addition to the regular requirements.

Career Special Education
Dr. Robert J. Brock
University of Wisconsin-Stout
Menomonie, Wisconsin 54751
715/232-1409

The University of Wisconsin-Stout Special Education Program is based upon a vocational/life function model. Students take approximately two thirds of their professional courses in vocational education, rehabilitation, and special education. Undergraduates students receive a B.S. in Vocational Rehabilitation and Special Education Teacher (Secondary-EMR) Certification. Graduate students receive course work and certification.

Special Fields students, i.e., Industrial Arts Education, Home Economics, Physical Education, and Art Education complete a sequence of Special Education courses (11 semester hours) and receive "add-on" certification allowing them to teach special needs students in their particular field. Special Fields Certification is offered at the pre-service (undergraduate and graduate) level.

Both certification programs have been extremely effective in serving secondary special needs students. Complete materials are available upon request.

Dual Major - Business Education/Adolescent Special Education
Co-Directors: Dr. David G. Goodman/Dr. Heinz Pfaeffle
University of Wisconsin-Whitewater
Whitewater, Wisconsin 53190
414/472-4993

The dual major of Business Education/Adolescent Special Education blends two special certification areas; therefore, graduates have complete majors and certification to teach business education subjects on the secondary school level and to teach mentally retarded adolescents. The program prepares business education teachers for "normal" children as well as preparing them to teach appropriate vocational business competencies to adolescent mentally retarded. Competencies include office, clerical, and entry level distributive activities. In addition, stress is placed on consumer education concepts for the general education of M.R. and normal children. The completion of this program requires credit hours beyond normal graduation requirements in order to achieve appropriate certifications.

APPENDIX C

Group II - Listing of Projected Programs

Dr. Ray Sankovsky
Auburn University
Auburn, Alabama 36830

Special Needs in Vocational Teacher Education
Dr. H.J. Langen
University of Arizona
Tucson, Arizona 85721
602/884-2862

Industrial Educators/Special Educators Education of the Handicapped Competency Based Program
Dr. Michael J. Williams
Central Connecticut State College
New Britain, Connecticut 06050
203/827-7393

Dr. Stuart Schwartz
University of Florida
Gainesville, Florida 32601
904/392-0755

Vocational Education for the Handicapped
Dr. Howard Rosenberg/Dr. Dominick Mohamed
Florida International University
Miami, Florida 33199
305/552-2551

Special Needs Teacher Training Program
Dr. Jack Kaufman
University of Idaho
Moscow, Idaho 83543
208/885-6556

Secondary Special Education/Industrial Education
Dr. Dean S. Hage
Illinois State University
Normal, Illinois 61761
309/438-2273

Special Education and Rehabilitation
Dr. Wietse de Hoop
Eastern Kentucky University
Richmond, Kentucky 40475
606/622-4442

Group II (Continued)

Elementary Education/Special Education
Dr. Sally Bing
University of Maryland
Princess Anne, Maryland 21853
301/651-2200

The Bemidji F.I.R.S.T. Program
Dr. Thomas R. Sunnarborg
Beridji State University
Bemidji, Minnesota 56601
218/755-2953

Special Education Administration
Dr. Richard Weatherman
University of Minnesota
St. Paul, Minnesota 55108
612/376-5052

Vocational Opportunities
Dr. Gerald Bakker
Northern Montana College
Havre, Montana 59501
406/265-7821

Department of Vocational Education
Dr. Charles Nichols
Kent State University
Kent, Ohio 44242
216/672-2928

Vocational Special Needs Teacher Prof. Development Program
Dr. Al M. Lampe
University of Vermont
Burlington, Vermont 05401
802/656-2002

Vocational/Special Education
George Washington University
Washington, D.C. 20052
202/676-6170

Group III - Listing of Programs Offering One or Two Mainstreaming or Inservice Courses

Graduate Training Programs in Special Education
Dr. C. Lamar Mayer
California State University
Los Angeles, California 90032
213/224-3711

Personnel Preparation in Special Education
Dr. A.J. Pappanikou
University of Connecticut
Storrs, Connecticut 06268
203/486-4031

B.S. - Industrial Education
M.S. - Home Economics
Dr. William Cheshire
Georgia Southern College
Statesboro, Georgia 30458
912/681-5340

Vocational Education Special Needs Inservice Project
Dr. Richard N. Jensen
University of New Jersey
New Brunswick, New Jersey 08903
201/932-7937

Vocational-Technical Teacher Certification (Non-degree)
Dr. Warren E. Downey
Jersey City State College
Jersey City, New Jersey 07305
201/547-3306

M.S. Special Education
Dr. Chalres J. Faulk
University of Southwestern Louisiana
Lafayette, Louisiana 70504
318/233-3850

Exceptional Children Education
Dr. Horace Mann
State University College at Buffalo
Buffalo, New York 14222
716/862-5611

An Introduction to Understanding the Handicapped
for Personnel Who Function in Vocational Preparation Programs
Dr. Garland McNutt
East Central Oklahoma State University
Ada, Oklahoma 74820
405/332-8000

Mental Retardation
Dr. William J. Ward
Northeastern Oklahoma State University
Tahlequah, Oklahoma 74464
918/456-5511

Certification and Degree in Teaching Mentally and/or
Physically Handicapped
Dr. Dianee Kerr
Cabrini College
Radner, Pennsylvania 19087
215/687-2100

Masters Program and Certification Program
Dr. Donald Kline
Utah State University
Logan, Utah 84322
801/742-4100